

DEVELOPMENT OF SOFT SKILLS LEARNING MODELS THROUGH COOPERATIVE LEARNING IN LEARNING HEALTH AND SPORTS PHYSICAL EDUCATION IN BASIC SCHOOL

Richi Afriansyah, Sukirno, Iyakrus

Abstract

This study aims to: 1) determine the development of learning models of students' soft skills that are implemented through cooperative learning in HSPeL learning in elementary schools; 2) knowing the effectiveness of the ability of students in the implementation of the development of learning models of soft skills through cooperative learning in HSPeL learning in elementary schools.

Research and development procedures are carried out through three stages of Borg & Gall's ten research and development steps, namely: (1) preliminary research (needs analysis), (2) development of learning models, (3) testing and evaluation of models. The resulting data are expert validation data, small group trial data, large group test data and student learning outcomes. Data analysis used during development is a qualitative descriptive analysis.

The results of the development of this soft skills learning model fall into a good category so it is suitable for use. This is based on expert validation which obtained a percentage of 78.67%. Data collected from results; (1) small-scale trials on students showed 70% results, and observations showed 73.33%. (2) large-scale trials on students showed 80% results, and observations showed 80% results. (3) learning outcomes data that get 80% results. Based on the results of these studies it can be concluded that the development of soft skills through cooperative learning learning models is effectively used in elementary schools.

Keywords: Development of Soft Skills Learning Model, HSPeL Learning

PRELIMINARY

In life, education plays an important role because education is a vehicle to improve and develop the quality of human resources (HR). In line with the development of the world of education, which increasingly rapidly demands educational institutions to be more able to adapt to the development of science. (Isjoni: 2013).

According to Imas (2017: 4) Education also has the power of dynamic influence in human life in the future. Education can develop various potentials optimally, namely the development of the highest potential of individuals in the physical, intell Competencies that must be possessed by a teacher include two skills, namely hard skills and soft skills. Hard skills are related to academic knowledge and skills in certain fields while soft skills are related to one's mentality and personality, such as never giving up, hard work, being able to adapt to the environment, having motivation to excel, being able to communicate well , able to innovate, creative and so on.

Complementing the importance of soft skills in Elfindri, et al. (2013: 74) Mitsubishi Research Institute in 2010 published the results of a study by its research team which stated that graduate success was not determined by technical and academic skills

(hard skills): 40% emotional and social maturity; 30% process of networking; 20% academic ability; and 10% of the financial ability it has.

The material will be studied to develop soft skills learning models and be applied in cooperative learning, one of which is soccer. Football is a game that is done by kicking the ball in various directions. The goal is to put the ball into the opponent's goal and defend the team's own goal so as not to concede the ball. (Mitranto: 2010).

Previously researchers conducted needs analysis in several elementary schools in Indralaya. Furthermore, the researchers made two criteria in choosing a school to be used as a research place, first the school had the availability of adequate sports facilities and infrastructure, both schools had the availability of HSPPEL books.

Based on the research journal I Ketut Sudiana entitled "Softskill Development Efforts through the Implementation of Cooperative Learning Models to Increase Student Activity and Learning Outcomes in Basic Chemistry Learning" results were obtained that there was an increase in soft skills, learning activities and learning outcomes in these students. The limitation of the problem to be studied is the research on the development of learning models of soft skills through cooperative learning in learning physical education and sports in elementary schools. The reason researchers chose Elementary School as the location of the study was because physical education in sports and health at the Elementary School level prioritized movement where the realm of hard skills and soft skills could be applied in a balanced manner and also the teacher could observe that students of this age had pure talent. before the training process is carried out so that the positive characteristics of students contained in the attributes of soft skills can be developed as early as possible. Berdasarkan uraian di atas, peneliti melakukan penelitian pengembangan dengan judul "Pengembangan Model Pembelajaran Soft Skills melalui Cooperative Learning dalam Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan di Sekolah Dasar."

The purpose of this study is to determine the development of learning models of students' soft skills that are implemented through cooperative learning in HSPPEL learning in elementary schools. And to determine the effectiveness of the ability of students in the implementation of the development of learning models of soft skills through cooperative learning in HSPPEL learning in elementary schools.

LITERATURE REVIEW

Learning Model

Joyce and Weil argue that the learning model is a plan or pattern used to form a curriculum (long-term learning plan), design learning materials and guide classroom learning. Learning models can be used as a pattern of choice, meaning that teachers can choose an appropriate and efficient learning model to achieve their educational goals. (Rusman, 2014).

Softskills

Soft skills are concepts that are used and refer to one's ability to manage themselves and the ability to interact with others. (Ilah sailah: 2010).

Zaman (2015: 87) explains that, soft skills are a concept that is very widely used in human aspects in its development, the goal is to improve the effectiveness of individuals in appearance and achievement.

Cooperative Learning

According to Slavin (1995) in his book Isjoni (2010: 12) said that cooperative learning is a learning model where students learn to work in small groups collaboratively with heterogeneous group structures. In the teaching and learning process the teacher no longer dominates but is in charge of encouraging students, so students are required to share information with other students and learn from each other and their fellow students.

Johnson (1996) argues that cooperative learning is a grouping technique in which students work directed towards the purpose of shared learning in small groups which generally consist of 4-5 people. Cooperative learning is the use of small groups in learning that allow students to work together to maximize their learning and learn other members in the learning group (Rusman, 2014: 204).

Health and Sports Physical Education Learning (HSPPEL)

According to Harsuki (in Sukirno, 2015: 336), physical education is an integral part of education as a whole which aims to improve individuals organically, neuromuscularly, intellectually and emotionally through physical activity.

The first basic concept in a basic level education program is the normal growth and development of children both intellectual, physical, social and emotional. Physical education programs in these schools are designed to encourage the development of basic motor skills, fitness and knowledge and attitudes towards physical activity through planned programs that include, for example, related to health, motor skills (running, jumping, jumping), training must be fundamental and interesting. These skills are presented by using demonstrations, computer simulations, videotapes, videodisks and other audiovisual aids as well as more meaningful and interesting instructions (Hartati, 2016: 71,72).

Teacher's Ability to Implement Softskills Development in HSPPEL learning

In implementing the soft skills learning model through cooperative learning, the teacher must know the values of character education and the value of soft skills, in addition the teacher must also be able to distinguish the value of hard skills and soft skills. The material that can be clearly seen in the development of elementary school students' soft skills is the big ball game, namely soccer, starting from the application of basic techniques to being seen during the game.

RESEARCH METHODOLOGY

a. Research subject

The subjects of this study were SD Negeri 12 Indralaya Selatan, SD Negeri 22 Indralaya, and SD Negeri 15 Indralaya Utara.

b. Research methods

This research method uses research and development research and development models.

c. Data analysis technique

The technique of analyzing product validation data and product reliability is used in the research step to find out whether the product is feasible or not.

The data analysis technique used in this development research is using descriptive analysis techniques. In Sugiyono (2017), descriptive (statistical) analysis techniques in the form of data presentation in the form of tables, graphs, circle diagrams, calculation of data distribution through mean, mean, median, mode, percentage calculation. Data analysis techniques in this study are data processing that has been obtained through observation, interviews, questionnaires and documentation.

RESULTS AND DISCUSSION

The results of the development of this soft skills learning model fall into a good category so it is suitable for use. This is based on expert validation which obtained a percentage of 78.67%. Data collected from results; (1) small group trials on students showed 70% results, and observations showed 73.33%. (2) large group trials on students showed 80% results, and observations showed 80% results. (3) learning outcomes data that get 80% results.

CONCLUSION

Based on the data obtained, from the results of small group trials, large group trials and discussion of research results, it can be concluded that: development of learning models of soft skills through cooperative learning effectively used in elementary schools in improving students' learning abilities, especially in the aspects of affective, psychomotor and self-motivation.

Through the development of soft skill learning models through cooperative learning, it can help teachers to teach HSPEL with a variety of learning methods.

REFERENCE

Apandi, Idris. 2015. *Kalbu Teacher (Strengthening Soft Skills to Realize Professional Teachers and Character)*. Bandung: Smile's Publishing.

Hartati. 2016. *Physical Education and Physical Management*. Palembang: Noer Fikri

Irfan Arvian, Muhammad. 2014. DEVELOPMENT OF SOFT SKILLS ASPECT THROUGH APPLICATION OF COOPERATIVE LEARNING STRATEGIES ON CLASS XI STUDENTS 'CLASSING IN STATE 1ST VOCATIONAL SCHOOL OF GOMBONG. (Journal). Yogyakarta State University. Yogyakarta.

Isjoni. 2013. Cooperative Learning (Improving Intelligence of Inter-Student Communication). Jogyaakarta: Student Library.

Kurniasih, Imas and Berlin Sani. 2017. Complete Completion of Pedagogic Competencies. Jakarta: Pena words

Sailah, Illah. 2008. Development of Soft Skills in Higher Education. Jakarta: Directorate General of Higher Education.

Sugiyono. 2013. Qualitative Quantitative Research Methods and R & D. Bandung: Alfabeta

_____. 2017. Educational Research Methods Quantitative, qualitative and R & D approaches. Bandung: Alfabeta

Sukirno. 2012. Sports health, Doping and Physical Health. Palembang: Unsri Press

Period, Saeful. 2015. Mental Revolution in Soft Skills Practices. Bandung: Media Change.